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ABSTRACT

This document contains discussion of each of the 10 objectives of the inservice program to prepare teachers and aides for the TESOL/ABE (Teaching English as a Second Language/Adult Basic Education) class. The objectives are to instruct participants in 1) the component parts of an ABE/TESOL class; 2) construction and design of visual aides such as chalkboard, flashcards, pictures, slides, filmstrips, opaque projectors, overlays, motion pictures, bulletin boards, and television; 3) the use and operation of video tape records, tape recorder, 16mm film projector, filmstrip projector, language master, and overhead projector; 4) the development and writing of behavioral objectives; 5) researching the community to provide learning experiences for the learner; and 6) developing TESOL units related to the community. Teacher and aide 7) will be involved in discussions on their respective roles and how they relate to each other in order to work as a team; 8) will go through a number of published TESOL textbooks for the purpose of exposing them to different approaches and formats in teaching TESOL; and 9) will be provided with a vehicle by which they will be able to self-evaluate their performance in the classroom. 10) Teachers will be instructed on classroom strategies (large group, small group, and independent study). An essay "UHF and Microwaves in Transmitting Language Skills" by Earl W. Stevick, is included as well as sample TESOL units (on car insurance) and a 52-item bibliography including 15 references on Mexican Americans. (Volume 1 is SP 004 457. [Not available in hardcopy due to marginal legibility of original document.] (Author)

ED0 45571

In-Service Training Model for TESOL/ABE Teachers and Teacher Aides
vol. 2

PRE-SERVICE AND IN-SERVICE
TRAINING MODELS
FOR
TESOL/ABE TEACHERS AND AIDES

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IN-SERVICE

The primary goal of this program is to prepare teachers and aides for the ABE/TESOL class. Our basic emphasis, then, is towards developing TESOL techniques.

The TESOL teacher must be aware of what language and language learning is, what makes up a "language", and how he can approach the teaching of it.

Many times, when you ask someone what language is, their responses may be, "Just language, like English, or Spanish: words."

"It is true...that whenever we think of language and language learning, we usually think of mastering the vocabulary--of learning the words." This maybe explained by analyzing our own language learning experiences. As children we learn to hear and reproduce the significant sounds, and sound sequences particular to our language. We master these sounds and sound segments almost unconsciously, and therefore, are not able to recall the learning processes. The vocabulary of our language, however, is constantly developing as we enjoy and are involved in new experiences.

"Knowledge of new words and of new meanings keeps increasing as we grow older, and we are often very conscious of this growth and change. It is quite natural, therefore, that the inexperienced person, thinking of language, should consider only vocabulary mastery, that part of his own language development of which he has been conscious, and ignore the learning of the sound system and structural devices, the part of his language development which became unconscious habits so early that he cannot remember it."

But, again, learning the vocabulary of a language is limited to the experiences involving the individual.

The major emphasis in language learning, then, is first the mastery of the sound system of the language, and second, the mastery of the structural patterns of the language, those things which are learned unconsciously by children. "A person has 'learned' a foreign language when he has thus, first, within a limited vocabulary mastered the sound system (i.e. when he can understand the stream of speech and achieve an understandable production of it) and, has, second, made the structural devices (i.e. the basic arrangements of utterances) matters of automatic habit."

The ABE/TESOL teacher, therefore, must be trained in recognizing and distinguishing elements involved in the English sound system, and be able to make comparison with the adult learners phonological background in order to place proper emphasis on the "trouble spots". He must also be aware of the make-up of the language, its important items, in order to select and arrange the structures in properly related sequence with emphasis on areas of difficulties. He must also be trained in techniques for their presentation.

On the other hand, if the student is to make effective use of the materials and resources presented to him in learning the "foreign" language, he must contribute constant practice with "free and complete mimicry" of the forms being learned.

PRINCIPLES OF LANGUAGE TEACHING AS OUTLINED BY ROBERT LADO

1. Teach listening and speaking first, reading and writing next.

1.1 Speech cannot be invented by the learner; it has to be imitated.

2. Have the learner memorize basic conversational sentences as accurately as possible.

3. Practice these basic sentences through pattern practice until they are habits.

4. Teach the sound system by demonstration, imitation, contrast and practice.

5. Control the vocabulary while the learner is mastering the sound system and the grammatical patterns.

5.1 Teach vocabulary that is practical and useful.

5.2 Teach new vocabulary in sentences, not in isolation.

6. Teach the reading and writing of grammatical patterns that the learner has studied and can use in speech.

7. Teach the patterns gradually, building from the easier ones to the harder ones.

8. Translation is not a substitute for language practice.

9. Teach the language as it is, not as it ought to be.

10. Teach grammar not by explanation but by practice.

11. Let the learner know immediately when his response has been successful.

12. Teach intonation and stress by example, rather than by theory.

Lado, Robert, Language Teaching, New York: McGraw-Hill, Inc., c. 1964.

IN-SERVICE TRAINING MODEL

OBJECTIVES

1. Instruction will be given on the component parts of an ABE/TESOL class.
2. The teacher and teacher aide will be involved in discussions on their respective roles and how they relate to each other in order to work as a team.
3. The participants will go through a number of published TESOL textbooks for the purpose of exposing them to different approaches and formats in teaching TESOL.
4. Instruction will be given to the participants on construction and design of visual aides such as: the chalkboard, flashcards, pictures, slides, filmstrips, opaque projectors, overlays, motion pictures, and pictures, bulletin boards, and television (VTR).
5. The participants will receive instruction on the use and operation of the following: VTR (Video tape recorder), tape recorder, 16mm film projector, filmstrip projector, language master, and overhead projector.
6. The teachers and aides will be instructed on the development and writing of educational objectives.
7. The teacher will be instructed on classroom strategies (large group, small group, independent study).
8. To provide the teacher and teacher-aides with a vehicle by which they will be able to self-evaluate their performance in the classroom.
9. The participants will be instructed in researching the community to provide learning experiences for the learner.
10. The participants will be instructed in developing TESOL units related to the community.

Objective I

In depth instruction and demonstrations will be given on the component parts of the ABE/TESOL class.

During the pre-service training, the teachers and teacher aides were given demonstrations as to presenting the different components of the TESOL class and the theories behind them.

Now, the teachers and teacher aides will be practicing all of these techniques themselves plus going into the theories in depth. If possible, a demonstration class should be available for this purpose. Also, VTR equipment to be used for self-evaluation.

Objective II

The teachers and teacher aides will be involved in discussions of their respective roles, and how they relate to each other in order to work as a team.

The concept of the teacher aide in the classroom is a relatively new idea in education. In a talk presented at the Conference on the Use and Role of Teacher Aides sponsored by the Southwestern Educational Cooperative Laboratories in Albuquerque, Dr. Don Davis, Associate Commissioner for Educational Personnel Development, U.S.O.E., in his opening remarks stated, "I can't think of another development in American education in the last fifty years that has taken hold so quickly and so pervasively. It has moved with much greater speed than most ideas in education. This speed is most gratifying, but it has also created some problems."

One of these problems and the theme of that program was the position, training, and responsibility that should be given to the aide and her teacher towards making them a more viable team in the classroom. In her talk, Training of Auxiliaries (Aides) and Professional Together for Effective Team Functioning, Dr. Garda Bowman, Program Analyst, Bank Street College of Education, said,

"We feel it is so tremendously important for both the teacher and the auxiliaries (aides) to have a sense of commitment, not only to the program for children, but also a commitment to learning themselves...Another thing which is tremendously important to us is experiential learning, the opportunity to practice in a non-threatening situation, to analyze what you have done, to try again until the goal of the program becomes more important than role prerogative and ego satisfaction.

....To achieve this in a team training program, it is tremendously important to have an opportunity for small groups to meet regularly over a period of time to reinforce what is happening in the individual classroom, to have the team feed back in a circular relationship to the unit that is studying its own operation."

In an effort to provide the participants with opportunities to attain a sense of commitment and acquire experiential learning toward developing"team spirit", we utilized the following method: Training in ABE/TESOL theories and techniques without role differentiation and micro-lab discussions on "roles" in the classroom.

Questions for Discussion

In a Micro-Lab

1. What is a teacher aide?
2. How do you use a teacher aide?
3. How do you work with your teacher or teacher aide?
4. What do you think the responsibilities of each should be?
5. Who prepares for the class?
6. Who decides what to do?

If possible, the film "Teams for Learning" developed by Dr. Bowman and Ellen Galinsky from the Bank Street College of Education for U.S.O.E. should be obtained. It very graphically depicts some very real problems faced by teachers and aides, and their manner of solving them. The film is now available from the Personnel Development Office, U. S. Office of Education, 400 Maryland Avenue, Washington, D. C., 20202. A discussion guide may also be obtained.

Objective III

The participants will go through a number of published TESOL textbooks for the purpose of exposing them to different approaches and formats in teaching TESOL.

There are many published texts on ABE/TESOL now available on the market, however, none which could be considered a "panacea". Therefore, the ABE/TESOL teacher should choose the texts most relevant to the student's needs, and use them to develop her own material.

Commercial texts follow two basic designs, one which develops the units from dialogues (example: English Your New Language, Silver Burdett), and the other which develops the study from readings (example: English for Today, McGraw-Hill).

During the training, the teachers and aides should be taken through thsoe published texts available to them, taking note of:

1. The design: how is it developed (dialogue, readings, other).
2. The relevancy: is it geared for the adult student.
3. The content: is it culturally realistic to the student's needs.
4. The vocabulary: is it suitable to the area, experiences of the student, his vocation needs, etc.
5. The structure: how are the structures presented,
   5.1. is the sequencing adequate
   5.2. are the drills appropriate and well developed
6. The pronunciation: is there material included for pronunciation exercises.
7. Adaptation: how difficult will it be to adapt the textbook to the student's and the teacher's needs.

Another way of introducing the textbooks would be to assign each teacher and aide a grammar point. They then will research the texts to analyze the variations in methods of each text. After the initial research, the teachers and aides report their findings to the group, making their recommendations as to which text they considered had the best presentation. (Note: if the assignments are developed sequentially and reported well, this could become a cross-filing system with references to the material in a number of books.

Objective IV

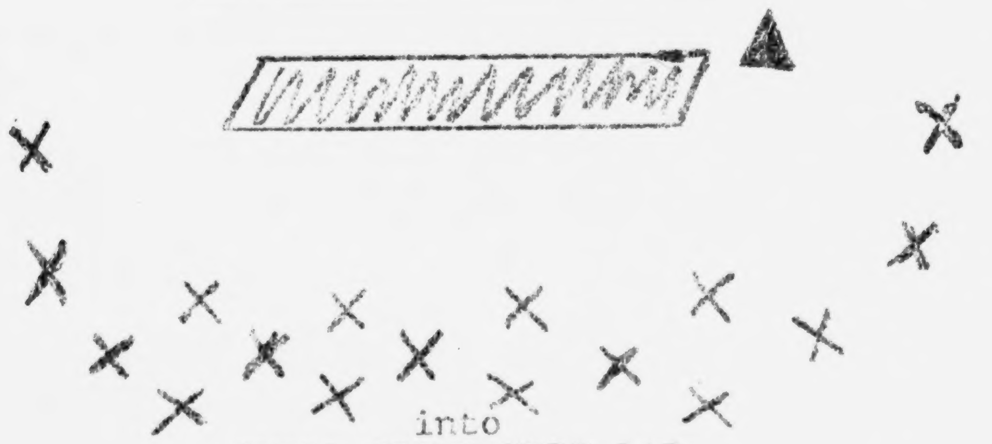
Instruction will be given to the participants on construction and design of visual aides such as: the chalkboard, flashcards, pictures, slides, filmstrip, opaque projector, overlays, motion pictures and pictures, bulletin boards, and television (VTR).

One of the most useful skills that the teacher should be instructed in is the designing, construction, and presentation of visual aides that would include the chalkboard, flashcards, pictures, slides, filmstrips, opaque projections, overlays, motion pictures, and bulletin board.

Presentation of these skills could be handled in (a) large group for practical techniques, then into small group work labs for implementation.

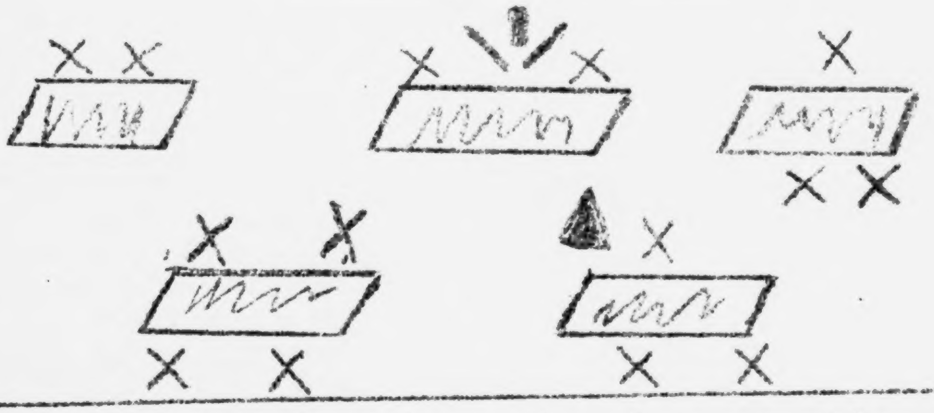
Or, (b) depending on the number of instructors available, the participants are divided into groups, learning centers are set up for different activities (such as principles of bulletin board dispalsy, overlays, flashcards, etc.) and instructors present "mini-lessons", and displays of particular visual aides. The biliography at the end of the narrative contains a list of several reference books on these subjects.

A. LARGE GROUP PRESENTATION



into

SMALL GROUP WORK LAB:



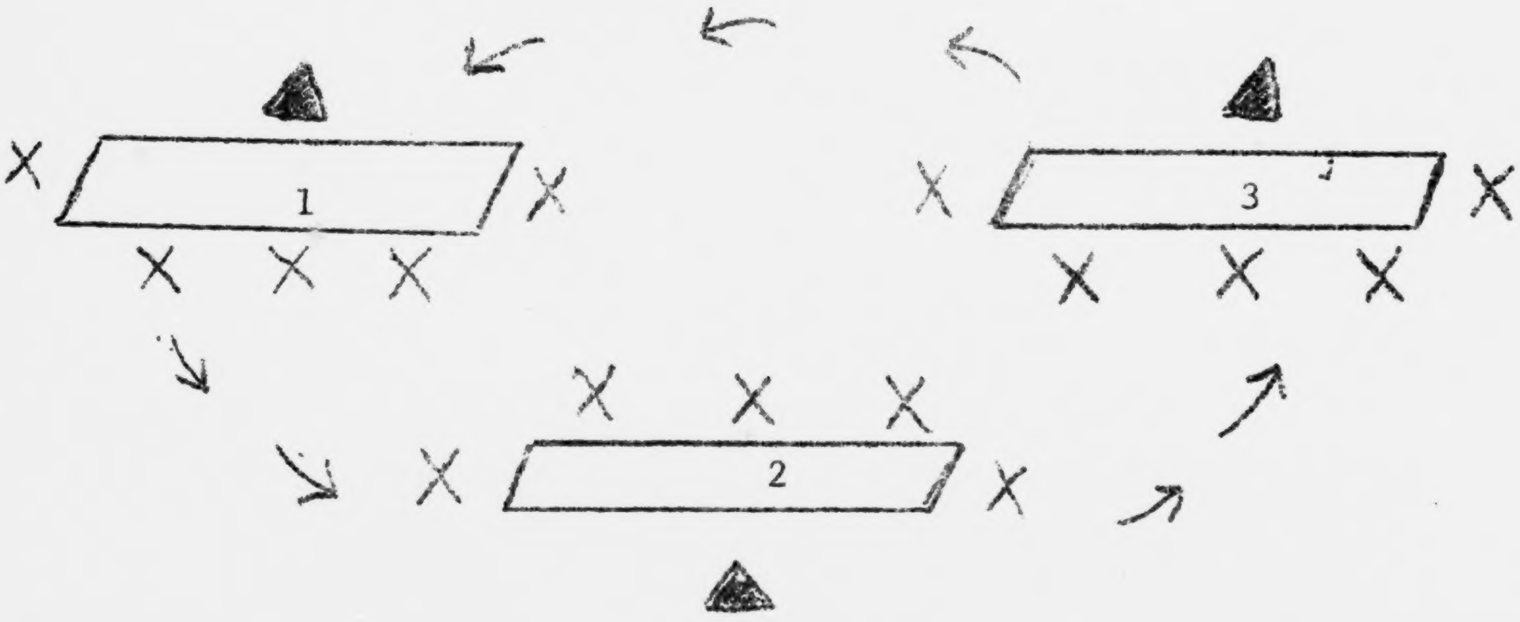
▨ Material for discussion demonstration

▲ Instructor

✕ Participant

or

B. ROUND-ROBIN WORK GROUP



PRINCIPLE FOR THE EFFECTIVE USE OF VISUAL AIDS*

1. Know the specific function of each aid. Each aid has its own particular function; it can be used more advantageously in some settings that in others.

2. The teacher must know how to use the various aids effectively. The teacher must know not only the aid's function, but also when to use it and with what techniques.

3. The aid should be appropriate to the age, intelligence, and experience of the pupils. In other words, it must be suitable to the backgrounds, abilities, interests and needs of the learners.

4. The learner should obtain firsthand experience with the aid. The learner should be allowed to handle and work with the aid as much as possible.

5. An aid should be taught, not merely displayed.

6. Learner participation is basic to successful learning. The more the learner is stimulated, the more he is motivated to learn.

7. Teacher preparation is absolutely necessary.

8. Utilizing aids should represent an economical use of the time both of the teacher and the learner.

9. Not too many aids should be used.

10. The aids should be properly protected and preserved.

11. Aids should be located conveniently and circulated efficiently.

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* Adopted from Mckown, Harry C. and Roberts, Alvin B., Audio-Visual Aids to Instruction, Second Edition.

HOW TO DISPLAY BULLETIN BOARDS

I. Purpose --- Convey Message

The purpose of a bulletin board is to convey a message or teach certain fundamentals in a lesson through the use of space, color, lines, and other media.

II. Types of Bulletin Boards

1. Informative
    a. Flyers
    b. Schedules
    c. Job Opportunities
    d. Advertising
2. Publicity
    a. Display school activities
    b. Work of students
3. Display in Library
    a. To stimulate reading
    b. Inform public of new books
    c. Library procedures
4. Educational Display
    a. Abstract concepts
    b. Sensory experiences
    c. Leadership cooperation
    d. Graphic displays

PRINCIPALS THAT GO INTO THE MAKING OF A BULLETIN BOARD

1. SIMPLICITY

2. EMPHASIS

3. BALANCE

4. CONTINUTITY

Materials needed:

yarn
sissors
construction paper
glue
thumb tacks
flo-masters
razors
bulletin boards
magazines
pins
material

THINGS TO LOOK FOR IN A DISPLAY

1. Does it convey to you one basic idea?

2. Is there enough variety to hold your attention?

3. Does the over-all organization seem well-suited to its purpose?

4. Is the object easy to look at?

5. Is there balance?

6. Is there emphasis?

7. Is there continutiy?

1. Bulletin Board Displays, Arrangements.

Utilize free and inexpensive poster type materials. Refer to educators' guides and professional magazines for sources. Employ student-made and teacher-made displays related to topics being considered. Use them as instructional aids in making assignments as well as interest-arousing devices. Encourage student participation, especially in arranging and writing display captions.

Do not overlook bulletin board possibilities to show sample work, to teach current events, to announce funtions, to present problems and to test.

2. Flannel or Felt Boards, Magnet Boards.

Flannel boards can be employed at every grade level, and are especially useful in teaching requiring a sequential presentation. They can be easily made by covering a piece of board with flannel, felt, wool or some other adhesive-type cloth.

Cut objects, backed by the same material, will stick to the flannel background without falling.

This visual aid is useful in story telling, silhouette making of historical figures, map study, presenting statistical comparisons, graphing, making special announcements, and designing seasonal and special days mural displays, etc.

Word and symbol recognition can be taught with the use of the flannel board.

Similarly, small magnets can be arranged and manipulated on a painted metal sheet to demonstrate an instructional point.

3. Overlays.

Teachers have found the use of overlays to be effective in enabling students to discover relationships and make direct comparisons. They are best suited for studies involving maps, globes, photographs, charts, and graphs. Overlays can be traced on cellophane, clear plastic sheets, onionskin typing paper, or other similar transparent material.

Example: Use a desk or wall outline map or any other base map (graph, globe, photograph, chart, etc.) and overlay a piece of transparent material. Use colored grease crayons to draw on the plastic coverings. Trace over the map adding rivers, transportation arteries, routes, population symbols, resources, manufacturing centers, weather data, etc. Each overlay should superimpose another subject, drawn over the base map, but obtained from another source; for example, the base map may be a physical map of the United States, and the overlay may trace famous historical trails; thus showing a relationship of route to relief features of the land.

4. Posters.

Educational posters are either commercially or student-made. Most of the prepared posters can be obtained free of charge by writing to various organizations. They may, however, have to be revised when the advertisements are too bold or obvious. Appropriate captions and supplemental display materials may have to be added to commercial posters. Student-made posters can be set up on various papers using cutouts, paints, crayons, felt-tipped markers, india ink, etc., to publicize special events, historical announcements, explain various functions and workings, tell a story, highlight the views, advertise a theme, emphasize a subject being studied, etc. Stress originality and the integration of coloring materials, lettering, cutouts, design, pictures, real items, and message.

5. Chalkboard Exercises.

Use the chalkboard for student problem-solving exercises. Activities such as fill-in, completions, diagramming, geographical symbols, identification, matching exercises, and outlining are handled well using the chalkboard. Other short answer uses include brief composition writing, placements on time lines, illustrations, pictogram drawing, and current event headline writing. Have students create their own questions, and write them on the board for others to answer.

6. Flash Cards and Flash Projections.

Flashing cards or quick projections on the screen (use an opaque or slide projector) is a motivational technique especially effective with slow learners. Teachers interested in this method should obtain large cards or cut poster paper into the desired dimensions. Fluid marking pencils are good.

Objective V

The participants will receive instruction on the use and operation of the following: VTR, tape recorder, 16mm film projector, filmstrip projector, language master, and overhead projector.

Filmstrip Projector

A filmstrip projector is essentially a simple mechanism. It consists primarily of a lamp, a reflector, a series of lenses, and a smooth channel for the film. Near the base of this channel is a knob which is turned by hand to pull the filmstrip through the projector. The knob turns a sprocket wheel whose teeth fit in sprocket holes on the filmstrip. The projector is easy to operate and is inexpensive and light in weight--all points of practical importance.

Some models of filmstrip projectors can be operated by remote control as well as manually, enabling the teacher to face his class as he manipulates the projector located at the rear of the room.

Most filmstrip projectors are threaded by inserting the film into the film channel from above, and pushing it down to engage the sprocket teeth. This method has the advantage of insuring correct alignment in the film channel and proper engagement with the sprocket teeth. As new models of filmstrip projectors are introduced, the threading operation is being made easier and more foolproof.

Video Tape Recorder

A. The use of a video tape recorder in teacher training has many benefits. Its operational simplicity and mobility insure its adaptability to field or laboratory.

By nature, a behavioral experience (an act, an expression or other visual communication) is a fleeting thing. The use of the VTR equipment makes it possible to recapture this act in order to examine it, reinforce it, or change it.

B. The video equipment used by this program was primarily helical scan recorders with a standard tape speed of 7½ ips. The video recorders included a duplicating feature which eased the editing as well as duplicating processes.

The solid state vidicon camera was used primarily in the home, office, classrooms, while the compatible portable model traveled to record classes in the outlying regions of the district. Of equal use were the 25mm F1.9 lens, and the 16-64mm F-2, and 20-80mm F-2.5 Zoom lenses.

A more expensive item of which there was an evident lack was a "mix" or special effects generator which allows the use of more than one camera at a time and thus creates a distinct professional quality to the finished product.

C. In producing a good tape from a classroom situation, certain things must be taken into consideration. Where do you place the major emphasis? Is it on the teacher's delivery or on the class/audience reception? Once this has been established, the video equipment operator can determine the type of equipment he will use, and from what angle his subject may best be captured.

Aside from the lens setting and microphones to be used, the light source is of singular importance. The vidicon camera requires relatively little light, but is vulnerable to intense outside light which may filter in and damage it.

If both the teacher and students are to be taped, the operator should be in a position to pan the entire class and convey to the viewer a feeling of "being there" rather than one of "the observer".

This, of course, depends on the purpose of the tape; if it is for instruction, for effecting a change in behavior, or for reinforcing a desired activity.

Mechanically, there are several things the operator should control during a taping session.

1. Glare

   1.1 Clothing of subject or subjects should be of a low reflection type-color like blue or other dark pastels are preferable to white.

   1.2 Teaching aids should be of a non-glare material, a dull matte finish or dark in color.

2. Camera Consciousness

   2.1 Camera shy subjects should have time to acquaint themselves with equipment; an acceptance may be acquired by leaving the equipment in place for several periods of instruction prior to its use.

   2.2 The camera and other equipment should be as inconspicuous as possible.

D.

1. A good tape should include:

   1.1 Clarity of picture. A good clear focus, appropriate contrast and a uniformly lit "stage area" are indicative of proper preparation.

1.2 Control of zoom lens. Overuse of the zoom lens defeats its purpose and causes a distraction as well as eye strain if viewing for any length of time.

1.3 Major emphasis on subject. The finished product should be free of secondary subject distractions. Anything that does not complement the theme is considered a distraction.

Language Master

This is a modification of the continuous tape reel. The Language Master relies on a 2½ x 15 inch card. Words, sentences, questions, symbols, or pictures may be written or printed on these cards and to the lower portion of the same card, a short strip of recording tape is attached, providing a "sound track" to describe the printed material on the card. The student inserts a selected card into a slot on top of the recorder and the card automatically moves across a magnetic head. As the card moves slowly from right to left, the user hears his own or the instructor's voice reading, or describing the visual material printed, or pictured on the face of the card. The learning effect is one which combines the visual with the aural. The recording phase motivates the student to engage in active participation which helps to sustain interest.

To reinforce the "seeing" and "hearing" steps in this learning process, the student turns a "record" switch and repeats the materials which he has just seen and heard. The student's voice may be re-recorded in such a manner as will allow him to replay his own response and then that of the "model" for comparison. If the student's performance is faulty, he can erase and record again--as in traditional tape-recording experiences--as many times as he wishes.

Pre-printed and pre-coded card sets are now available in vocabulary building, words and pictures, language stimulation, English grammar development, pronunciation and phonics. Blank cards are also available, making the device readily adaptable to many uses. The use of this device in the teaching of reading may reveal new pathways to skill mastery and comprehension. A teacher can write, draw, or even paste pictures on a blank card. By inserting the card in the machine, he can then record on the magnetic track the word or phrase describing the image, symbol, or word. His recording can't be erased unless he himself decides to change it. Pupils then play the "sound card" and are free to imitate and learn at their own pace.

16mm Film Projector

The 16mm projector has been accepted as standard equipment for classroom use. The film is a little less than one-half the width of the 35mm, is thinner, and much lighter.

The larger 16mm projectors can be used satisfactorily in the auditorium.

Neither teacher nor teacher-aide should operate a projector until they have had sufficient training. Films are expensive and may be ruined easily, on even the most costly machines, by an inexperienced operator.

The operator must know (1) how to set the machine up ready for operation and how to make all connections with speaker wires and power cords; (2) how to thread the projector; (3) how to focus the machine; (4) how to use the microphone and phonograph attachments; (5) how to change bulbs or exciter lamps; (6) how to rewind films; and (7) how to place projector, loud speaker, and screen in order that best projection results will be obtained. Good care and efficient operation of projectors will increase the value derived from any visual instruction program.

Learning to operate the 16mm projector may be accomplished by practicing with 15 to 20 foot lengths of expendable film. Most projectors are produced with film paths that are clearly marked by raised metal or painted guides. Teachers should study these marked film paths and printed directions, practice threading the projector, and then test their work by setting the projector in motion. Sound motion-picture film producers have now developed automatic film-threading attachments which are either built into or attached to the standard classroom projector. By contacting the local audio-visual supervisor or distributor, needed information and instruction can be secured on an up-to-the moment basis.

Teachers and administrators who are selecting a projector should ask reputable dealers to demonstrate the various models in the same kind of conditions that apply in the classroom.

By studying operation manuals, and by using practice film, teachers should have little trouble in learning how to use this supplement to good teaching.

The Opaque Projector

This type of projector reflects light from a picture, coin, object, specimen, or similar material by a series of mirrors through the lens onto the screen.

This projector is being used quite extensively; Photographs, post cards, cartoons, comic strips, coins, paper money, maps, deeds, and a long list of similar materials can be projected for study on the screen; also, tests, reading and number exercises, directions, and drawings; and a host of other materials prepared by the teacher can be used very effectively. Even pictures from textbooks, magazines, encyclopedias, and other sources can be projected without removing them from the source. Charts, drawings, diagrams, or manuscripts prepared by the students can also be used.

To secure best results and to facilitate ease and smoothness of projection, pictures or similar materials that have been cut from books should be mounted on stiff cardboard.

Nearly all opaque projectors are built to handle standard slides as well as opaque material, and, of course, all combination projectors are thus equipped. If desired, an attachment for handling the 35mm filmstrip and 2 x 2 inch slides may also be obtained.

Overhead Projector

The overhead transparency projector transmits a strong beam of light through a transparency and onto a screen behind the instructor, who is at the front of the room facing his class. In most overhead projectors, the light is reflected through a large plactic lens, which directs the light through the transparency into a second reflector above, and on out to the screen. One lightweight model of the overhead projector provides the light source in the head, directs it downward to a reflector in the base, and then back through the transparency to a reflector in the head and onto the screen.

The operation of the overhead is very simple; little more is involved than placing the transparency on the projector stage. The material is focused by raising or lowering the upper reflector unit by turning a knob. The projection area is commonly 10 x 10 inches in the numerous models available. Most overhead projectors contain a 100 foot strip of clear plastic which passes over the projector stage between two rollers located inside the projector.

The instructor can write on the clear plastic as he would on the chalkboard or he can prepare panels ahead of time and roll them into position by turning a small crank. Diagrams, lesson assignments, tests, and similar material can effectively be presented in this way with a minimum of time and effort.

A unique accessory for the overhead projector provides for the use of polarized light to create an effect of animation on projected transparencies. This involves a motor driven polarized disk beneath the projector head, and polarized strips on the transparency itself. The disk revolves, causing the light and color patterns to change rapidly, giving the effect of animation. This device is useful for providing animated diagrams, graphs, lettering, or other display material.

Another device which can be attached to some overhead projectors and to some 2 x 2 slide projectors, is the tachistoscope. This attachment enables the instructor to flash scenes onto the viewing screen at speeds up to 1/100 of a second. A refinement is provided by a device which holds a constant reference point on the screen for the student and keeps the image lighted, but out of focus except for the split second exposure desired. This technique is reported as eliminating retinal after-images. Aside from the motivational effect of these devices, their proper use appears to result in a significant improvement in speed of reading and number recognition.

Tape Recorder

If both teacher and pupils are to gain the maximum benefit from the tape recorder, several conditions for and principles of its use should be known. For example, the acoustics of the room or recording area should be studied. Ordinarily, the microphone should be located a good distance away from reverberating surfaces. Corners of the room should be avoided, as should proximity to hard flat surfaces. The usual classroom is "live", sound is underabsorbed characterized by hard plaster wall and ceiling surfaces. Such a classroom can be made less "live" by drawing the shades, and wall hangings.

In contrast to the "live" room is the "dead" room. Here, there is an undesirable amount of sound absorption which results in "hollow barrel" recordings. In such a room drapery materials or some acoustic tiles may be removed.

Proper control of volume and tone can also make a great deal of difference in sound quality recorded or played back. Recording level refers to the volume at which a recording is made. To help here, most machines have visual signals which wind or glow when the recording level is correct. The best procedure is to experiment with volume settings until good results are achieved. Tone refers to the treble or brass quality of the voice, music, or other sounds picked up by the microphone and recorded. The tone quality can be controlled by adjusting or rotating a tone control on the tape recorder.

Placement of the microphone is another factor which can exert a strong influence on the fidelity of sound reproduction, and on clarity and audibility of the material recorded. The microphone is monaural--one eared. Every sound that reaches it is picked up.

The microphone should be 4 to 6 feet away from any hard surface that reflects sound. It should be head-high on a small microphone support. Visualize the area in front of the open face of the microphone as a "cone of reception", and within this cone experiment with recording and playback to acquire a feeling of the range of pickup and the quality of reproduction. Too low or too high a recording level will actually change the identifying qualities of the voice; a low recording level for a speaker who is only inches from the microphone will eliminate almost all extraneous noises; a gusty voice will be recorded better if the person speaks slightly across the face of the microphone, etc.

Experiment--record, playback, re-position pupils, etc., until you discover the location of both microphone and pupils that give maximum results.

The tape recorder makes it possible for teacher and student to hear themselves as others hear them. The initial and most impressive use of the tape recorder as a teaching instrument is for self-evaluation. The tape recorder enables the student of foreign languages, to engage in the unique opportunity of immediately hearing his own efforts as other hear him, and seeking the means for further improvement through self-analysis and repeated trial.

Objective VI

The teachers and aides will be instructed on the development and writing educational objectives.

In order to instruct effectively, the teacher must be able to answer three basic questions;

1. What is it that she must teach?
2. How will she know when she has taught it?
3. What materials or procedures can be used most effectively to accomplish the task?

In other words, the teacher must be able to develop and write useful, realistic instructional objectives (to guide teacher performance) and behavioral objectives (to guide student performance).

Even though there has been very little published on the preparation of educational objectives (instructional and behavioral objectives), teachers have always had, at least in mind, their objectives. The problems that arise from this, however, are that it becomes extremely difficult for the teacher to keep sight of the original objectives becoming overly concerned or occupied with minimal details. Also, the objective, by necessity, is so general that another person often misinterprets the goals or objectives originally set forth, and the teacher is not trained in the vocabulary used in writing generally "acceptable" educational objectives.

There are now available materials that may be used in in-service, or pre-service training programs for teachers on preparing educational objectives. The two that are mentioned below are "programmed" materials, therefore facilitating their use: Preparing Instructional Objectives by Robert F. Mager, and Developing and Writing Behavioral Objectives, published by Educational Innovators Press, Inc., Tucson, Arizona.

Objective VII

The teachers and aides will be instructed on classroom strategies (large group, small group, independent study).

The discussion presented here on classroom strategies--the uses of large group, small group, and independent studies groups in the classroom--has been taken from a paper by Dr. Atilano A. Valencia, "Flexible Modular Scheduling and Related Instructional Strategies" published by the Southwestern Cooperative Educational Laboratories, Inc., Albuquerque, New Mexico.

Large Group Study

Large group instruction is used to present concepts and principles which apply to all of the students in a course. Further, psychomotor skills (e.g. writing, reading) can be introduced through this instructional mode. Here, the teacher can use multi-stimuli, i.e., demonstrations, illustrations, lectures, debates, simulated conditions, visitations, and field trips.

In large group instruction, important concepts can be highlighted, emphasized, or elaborated. The teacher can make use of various media, devices, or objects to give several examples. This merely provides an opportunity for the teacher to establish a frame of reference for other instructional modes in the course, as well as to summarize and bring closure to various topics or units.

There are several noted advantages for teachers using large group instruction. First, a large group assemblage makes it possible for the teacher to make one lesson presentation, rather than repeating the same lesson to several smaller (conventional size) groups. Two, where a large classroom is available, the reduction of lesson repetitions results in a saving of room facilities and equipment. For example, where four English teachers in a conventional curriculum are making four similar presentations, while using four rooms and four pieces of audio-visual aids, large group instruction needs only one large room and one of the four audio-visual instruments. Third, team teaching in a large group instruction offers an opportunity for teacher role differentiation. The most dramatic teacher can be selected to give the lectures, the teacher with particular talents in using special audio-visual effects can present lessons involving these media, and other unique teacher talents can be used advantageously throughout the course.

Because the size of a group in large group instruction makes interaction virtually impossible, the role of the teacher is necessarily directive. Consequently, the teacher should provide the chief stimuli in this instructional setting.

It is possible for one teacher to assume the role of directing instructional strategy while another takes the role of observing the class to note cues that may be of importance in lesson planning. Of course, where video equipment is available, the latter can be accomplished without an additional teacher. And paraprofessionals or teaching assistants, if available, may be given non-instructional assignments such as setting up audio-visual equipment, collecting and distributing material and cutting stencils and ditto masters.

Group size is not the significant determinant for applying; large group instructional strategies can be used in a group of 15, as well as in a group of 300 students. Of course, as group size increases, special consideration must be given to audio and visual aids to assure adequate audio volume and perceptive range.

The length of the large group meeting is an experimental variable; in this light, the effectiveness of lectures, illustrations, or demonstrations beyond 25 minutes is especially questionable.

The role of the student in large group instruction is primarily one of listening and observing.

Small Group Instruction

There are several types of small group strategies. Two are briefly discussed in this paper: the discussion small group arrangement,and the task-oriented small group plan.

In the discussion small group arrangement, the teacher assumes a non-directive role. Here, the teacher can play a participatory role in the discussion, but may also provide silent cues to promote student participation and spontaneous interaction. The student is allowed to interact freely through speaking, listening, initiating ideas, reflecting, inquiring, modifying, etc.

Leadership in the discussion type of small group should not be predetermined. Because knowledge and talent relative to discussing various topics and issues will vary in a heterogeneous group, it is conceivable that leadership can emerge and may be participatory.

Small group topics might be assigned to the students at large group instructional meetings; however, discussions focused on topics of current interest to students can be used as an alternate small group strategy.

The task-oriented group is based on pre-planning, with clearly specified objectives. In a task-oriented group, each participant will take an area of responsibility. The group goals apply in common; however, each participant plays a specific role in accomplishing the group task. A group of students working on a yearbook project is an example of a task-oriented group. One or two students will be responsible for layouts, one or two for special scripts, one or more for special activities, etc.

The principal advantage of a small group arrangement is that group size can be maintained small enough to permit optimal interaction. Based on observations of effective small group discussions in more than 20 schools using the Stanford Flexible-Modular System, the author advocates a group size between 5-12. Beyond this size, the probability of student inhibition will increase.

The seating arrangement is another important consideration in small group instruction. A circular, face to face arrangement, can readily affect increased participation among the group members. Moreover, the teacher, as a participating member, may take a position within this arrangement. And if students attempt to direct their questions and comments to the teacher, silent cues or gestures by the teacher can be used to suggest increased group involvement.

To make effective use of the small group instructional mode, teachers must develop:

1. Skill in accurately observing cues that reveal a student's personal learning needs,
2. Ability to induce "set" or initial inquiry by means other than dominance,
3. Ability to perceive group concensus and to initiate closure and direction, and
4. Skill in becoming a member of the group rather than assuming leadership and a continuous authority figure.

Teachers need not always be present in a small group setting. Teachers might use pre-taped instructions, printed discussion guides, written or typed introductory statement to initiate and guide small group discussion.

Teacher familiarization with small group techniques and arrangements, as well as development of specific teaching skills relative to this instructional mode should be an important feature of the system's pre-service and in-service training program.

The Independent Study Program

...Independent study time is relative to quantity of unstructured time for students, teachers, and facilities. As unstructured time is increased, more teacher-time and facilities become available for students to undertake learning activities which are most relevant to their individual needs.

The teacher through independent study can assume the role of instructional manager. Individual guidance and direction becomes an important aspect in the instructional scheme. Pre-evaluation and post-evaluation instruments provide the teacher with much pertinent information about the student's status and progress in a course. These data give the student's level of achievement, areas of deficiency and strength, rate of learning in given lessons, ability to apply concepts in psychomotor activities, ability to follow directions given in the materials, creativeness, and independent learning. They provide guidance information so the teacher can help the student select more advanced lessons in the instructional program.

The student's role in an individualized program is relatively independent of teacher input. The major stimuli for the student is not only via large group presentations, but also through multi-media available to the individual learner in the educational setting.

Individualized instruction in the independent study program does not dismiss the possibility of teacher assistance on a one-to-one basis. Here, two philosophical instructional approaches can be envisioned. First, the teacher may extend individual assistance only upon student request; or second, the teacher, cognizant of individual deficiencies and strengths, may voluntarily extend individual assistance as needs are revealed. The author proposed a combination of the two approaches with respect to various levels and degrees of needs among individual students as they proceed through the course.

Individualized learning in the independent study program can be increased through the use of multi-media by individual students. Learning materials (paper, pencil), programmed machines and manuals, film loops, slides, recording tapes, charts, films, etc., can be made available in laboratories, shops, resource centers, libraries, and other learning areas.

The success of the independent study program principally depends on student and teacher involvement during unstructured time. And this is significantly related to course and individual goals clearly revealed in the structured segment of the curriculum. Further, teaching responsibilities and skills in carrying forth the independent study program can be incorporated in the pre-service and in-service training program. From this type of exposure, the teacher can more effectively familiarize students with the primary objectives of the independent study program. Student involvement in the independent study program can therefore be increased through continuous emphasis and participation by teachers.

Objective VIII

To provide the teachers and teacher-aides with a vehicle by which they will be able to self-evaluate their performance in the classroom.

Self-evaluation via video-tape is a simple procedure that has already been proven in the past few years an invaluable technique in effecting behavioral changes, or reinforcing good techniques in teachers. It is also widely used in the field of sports.

First, having established a performance criteria, the teacher will have a video-tape made of herself teaching in an actual classroom with real students. It has been determined that no more than 10 minutes should be devoted to this experience. The next step will be for the teacher by herself, with an instructor, or perhaps another teacher, to observe the feed back, make a diagnosis of her performance, and identify which specific behaviors should be changed.

Since it is impossible to observe all segments of a teaching performance at once, it will be necessary to view the tape several times, observing only a few of the techniques at a time, especially since at first it is very difficult to be objective enough, and not be distracted by the sound of one's own voice, looks, etc., or by the student's behavior. Remember, this is an activity designed to evaluate teachers' performance, not students'.

This process will have to be repeated several times if a real behavioral change is to take place. This in general is what micro-teaching is about, and it can and should be used by teachers, regardless of the teaching area involved.

Specifically applied to language teaching, we have used micro-teaching very successfully in the following manner:

The teacher, without previous preparation, and to a small group of students (5 or 6) for a period of time varying from 5 to 10 minutes, will teach a segment of a lesson, e.g., a sentence pattern, a sound, develop vocabulary, a dialogue, etc.

With the instructor, the teacher will view the video-tape, and note the changes that will have to take place. The teacher then will proceed to teach the same segment, this time to a different set of students. Again, the teacher and the instructor will view the video-tape to determine what change, if any, has taken place.

This type of experience should be provided to the teachers and aides alike during in-service several times. Later, the teacher can do this in her own classroom with her students. There are several portable TV units suitable for this purpose that can be set up easily and effectively in a classroom.

Objective IX

The participant will be instructed in researching the community to provide learning experiences for the learner.

COMMUNITY STUDY (towards Community Involvement)

COMMUNITY STUDY refers to the various learning situations through which learners come into first-hand contact with people, places, and things around them. It includes visiting organizations, institutions, and the community; interviewing public officials and community leaders; participating in community affairs and planning; listening to and observing others plan and operate both public and private enterprises; examining the tools and machines involved in the diverse business of the community. In short, community study provides real-life opportunities to learn by doing, and to gain understanding directly from the things, processes, services, and social and political activities that make up the stream of the community life.

The purposes of community study are as follows:

1. To provide opportunity for real experiencing through which to gain valid understandings.
2. To arouse and create interest in the community.
3. To create backgrounds of experience which will give meaning to reading and simple research done later in the more formal study situations of the classroom.
4. To provide backgrounds of experience which will stimulate learners later to participate in class discussions and written communication (writing letters, stories, group compositions, etc.)
5. To encourage and develop keenness of observation, care in observation and curiosity.
6. To encourage active participation in community planning.

Discussion:

Community Study offers several opportunities to the teacher; it is the means through which learners may learn at first-hand where, why, and how their society functions; it is within the creative control of the teacher; its planning and preparation may be shared by learner and teacher alike; and it presents opportunities for living experiences which, for the most part, are available at the time they are needed in terms of the curriculum.

A systematic analysis of the community in which the school is located will reveal many valuable opportunities for learning. Surveying community-study possibilities should be cooperative projects for teachers in locating local industries, distributive agencies, service organizations, etc., which illustrate social processes, and provide values important for implementing the school curriculum. The resources of the community should be assayed in terms of valuable first-hand opportunities to discover useful information.

The community-study experiences takes two forms. On the one hand, members of the community may come to the classroom; a lawyer, for example, might talk to the class on their civil rights, legal obligations, legal aide, etc. On the other hand, the whole class or certain members of it may visit nearby plants in order to see industry processes, assembly-line procedures, employment procedures and requirements, etc.

Because of its realism, community study can become an effective first step to building understanding through real experiences which give additional meaning to subsequent, and more abstract learning situations and heighten understanding of them.

Procedure for training:

Have a representative from a local firm or community service organization come to speak to the group.

In buzz sessions, after the presentation, the following questions may be put to the participants.

Developing Learning Activities:
(following speaker's presentation)

1. Why would a presentation of this type be relevant or irrelevant to your class?
2. What would be the objective for having a presentation such as this for your class?
3. What would you have to do prior to having a speaker (or trip) to prepare your students?
4. What activities could you have after the speaker (or trip) to promote more learning experiences?
5. What arrangements or considerations would have to be made in advance of such a speaker or trip?
6. List as many other agencies or services that might be contacted for field trips or speakers.
7. Develop a check list of things to do before and after the speaker or field trip.

Objective X

The participants will be instructed in developing TESOL units related to the community.

As was stated before, there is no published TESOL text available which could be used as a panacea in any situation, because of the many variables that are introduced by the learners and their diverse backgrounds as well as the community (urban vs. rural, cosmopolitan vs. agrarian). Therefore, many times the TESOL teacher will find it necessary to develop her own material for use in the classroom in order to provide the relevant and useful information that the learner needs. The following is a procedure developed in the PROTEUS Project for developing TESOL units based on the community.

The TESOL Unit

Procedure:

A. Development of a TESOL Unit.

1. The community is researched for material on community agencies, businesses, or middle class oriented functions which may prove puzzling to the non-English speaking adult learner whose cultural background differs from the dominant socio-economic group. (See Objective IX, community study).

2. The selected area of concern (example: Welfare) is researched from two points of view:
   a. to gather all available information.
   b. to discuss the area of concern with class members.

   The gathering of information is done by collecting all available printed material and by interviewing a knowledgeable person (example: a local physician for a unit on visiting a doctor). After the basic information is gathered, the topic is discussed with class members to determine why they have problems, and what they are.

3. The teacher may now develop the unit in one of two ways:
   a. develop it herself, or
   b. developing it through group compositions.

A. If the teacher is following a Scope and Sequence outline for structure development, she determines the grammar point or points to be taught.

The teacher proceeds to develop dialogues or short reading lessons around the grammar points, and covering major points of information from the material researched.

From this dialogue or reading lesson, depending on the level for which it is geared, pattern practices are developed (preferably in micro-waves) and from these drills, the sounds for study are determined.

Tests covering the word order, sounds, content, information, etc., may be used for a more comprehensive unit. (See sample units attached)

The unit may be taught and tested with different groups and necessary changes made.

B. Development of a class composition. The group, or class composition is a method which involves the learners from the initial planning stage through completion of a written project.

First, the learners choose a topic they wish to discuss and write about. This conversation may be carried in Spanish or English depending upon the level of the class.

The teacher or aide then writes the content words that were used during the conversation on the blackboard. These are used for vocabulary development and word analysis. These words are analysed for: 1. pronunciation, 2. meaning, 3. structure, 4. spelling. They are then transferred to a chart.

In a later class meeting the learners give oral sentences using these words to express again their ideas.

The sentences are tape recorded and transferred to a typed ditto so each learner may have a copy.

The sentences are read and studied, mistakes are corrected, and finally they are numbered and arranged in a logical order.

The learners then compose or select an interesting topic sentence for the paragraph. A closing ending sentence, is composed to finish the paragraph.

A title is chosen.

The sentences are then re-written to fall into logical order, and to eliminate short, choppy sentences. The paragraph is read and evaluated by the class. By this time, all the class members should be albe to read with understanding their own work.

The class should be given the opportunity of presenting their composition projects to other classes, taking on the role of teachers.

A CONTROLLED STRUCTURE EXERCISE

You will need a picture which tells a definite story. The covers of the Saturday Evening Post are excellent for this purpose. This set of exercises has a two-fold purpose: to present to you, one by one, some of the most common word classes and construction of present-day English; and to give you practice in writing within narrow restrictions of grammar and vocabulary.

1. First of all, choose six "count nouns" that you think will be useful in telling an interesting story about your picture. A count noun is a word which ordinarily occurs in the frame "two _____s": "two houses,"two cities," two cups," etc., and does not occur in "______ is good." A "mass noun," by contrast, is one which functions like "milk", or "sugar", as in "two cups of milk," "three pounds of sugar." List your six count nouns.

2. Write out each count noun with "a" or "an". You now have a total vocabulary of eight words.

3. Now take the word sequence (not "construction"), "This is." Write it out with all the constructions from Step 2 above. By this stage your student has a total repertoire of six complete sentences.

4. You may now substitute "that" for "this". Total repertoire has jumped to twelve sentences. "This" and "that" are members of the same word class.

5. Now, with no addition of new vocabulary, try switching the positions of "this", "that" and "is". This gives you twelve brand new sentences, different from all that have gone before. You recognize them as questions. In English this arbitrary way of signaling that we are asking a question is very important. Furthermore, it seems quite foreign to students from many language backgrounds.

6. Add "yes" to your vocabulary.

7. Add "it" in the sentence "It is a ________."
   Total repertoire is now thirty-one sentences.

8. "Yes, it is." Note that we can omit the noun phrase in a short answer like this.

9. "No." Notice that "yes" and "no" belong to a word class with only these two members.

10. "No, it isn't."

11. Next, add the plurals of the six count nouns in Step 1. Note that your students now have to learn that these plurals cannot follow "a" ("a house," etc.). Note also the pronunciation of the plural ending in words that end with different sounds.

12. "These are _________s."

13. "These" may be replaced by "those".

14. "Is" may be replaced by "are". Note the very important fact of agreement in number among "this"/"these", "is"/"are", "a"/"___", and "house"/"houses". In English this is an important signal for showing which words go together as subject and verb.

15. "They are ______s." At this point note the extra dividend: Adding no further constructions and no further vocabulary, you get eighteen new sentences of the type "Are they __________?" "Yes, they are "/"No, they aren't."

16. Add "I"/"we"/"you"/"he"/"she". Note how these words pair off with "is"/"am"/"are".

Now, using the picture you have chosen, write as interesting a "story" or dialogue as you can, remaining within the limits in Steps 1-16. An example of what others have done within these limitations is given below, in connection with a picture which shows a pair of newlyweds in a car behind a school bus:

A. Is this a bus?
B. No, it isn't. It is a car.

A. Is this a man?
B. Yes, it is.

A. Is that a man?
B. No, it isn't. It is a woman.

17. You may now add the word "not", as used with the various forms of "be". At this point you would have to show where "not" is located relative to the verb and to other words, both in statements and in questions, and to teach use of two sets of contractions ("he's not" vs. "he isn't").

18. Add three qualifying adjectives. A qualifying adjective is one that fits into the frame - "It's a very _______thing." Choose adjectives that will help you to make your story interesting. At this point you may also add a seventh count noun.

19. Next, add the construction "this"/"that" plus a count noun. True, you have already had all these words, but until now "this" and "that" have only occurred alone as subjects of sentences.

20. Add the construction adjective plus count noun and put "a"/"an" before it to form a more complex construction.

21. Use the adjectives alone after forms of "be".

22. Use "the" with count nouns, or count nouns plus adjectives.

23. Use a prepositional phrase, e.g., "In a basket, "after a form of "be".

24. Choose two prepositions which you think will make your story interesting. (Some common prepositions are "in", "on", "at", "to", "for", "by", and "under".)

25. Add the word "and". Notice that this word joins units of several types; adjectives ("big" and "red"), count nouns with "a"/"an"/"the" ("the house" and "the yard"), prepositional phrases ("in the yard" and "around the house"), and so forth.

26. Now write a series of questions with "where": "Where is the house?" and the like.

27. Next, write some sentences of the form "There is a ____________ on the ________." Notice that the word "there" as used in these sentences is always unstressed, unlike the word which is spelled the same way in "There he is."

28. Write some sentences containing "mine," "your," "his," "her," "its," "theirs","ours".

29. Write some sentences containing "my", "your", "his", "her", "its", "their", "our".

30. You may now start using possessive forms of nouns. Three things to remember: First, there is a variation in pronunciation similar to the one we noticed for the plurals in Step 11; second, the use of the apostrophe in writing possessives is a separate teaching problem; third, many nouns which stand for inanimate things use a prepositional phrase with "of ________" rather than the possessive form with "____________'s."

31 Write a sentence of the form "The ________is________ing now."

32. Choose any four verbs. Note that at this stage they will have to be "intransitive" verbs; that is, they will have to be verbs that don't need to have nouns following them. Some intransitive verbs are "work", "walk", "talk", "sleep", and "smile". Using whatever you can from the vocabulary and grammar in steps 1-30, write sentences with these verbs. Now write the most interesting dialogue or commentary you can about the picture you have chosen. Here is a further example: This is a bus. It is a large bus. These are students. The students are in the large bus. They are not in the car. They are laughing. This is a man. That is a woman. This is a new car. These are new suitcases. They are in the car. The man and the woman are in the new car. The man is driving. The man and the woman are happy.

33. Write a sentence of the form "The _____ has been _____ing." Note that the choice of "has"/"have" depends on your choice of singular or plural count nouns subject.

34. Choose two more intransitive verbs and use them in sentences like those in Steps 31 and 33.

35. Now choose four more verbs - transitive ones this time. Some verbs that are usually transitive are "see" verbs with count nouns as their direct objects.

36. Now, by reversing the order of subject and certain auxiliary verbs. Notice that you can create "yes"/"no" questions: "Has he been ________ing," "Is he ________ing now?"

37. Use "not" with the statements and questions in Steps 31, 33, and 36. Notice where you have to locate "not" in each type of sentence. This placing of "not" is hard for many students from other language backgrounds.

38. Choose any three time expressions, words or groups of words, that are compatible with "He is ________ing." (You have already had one: "now".) Use them with your stock of verbs. Make the time expressions as long and complex as you like, but remember that you may not alter them by one word in the remainder of this exercise. For example, "at this very moment."

39. Choose any three time expressions that are compatible with "He has been ________ing:; e.g., "since you were here last week."

40. Now write some sentences with the so-called "simple" form of some of your verbs. Notice the differences in meaning signaled by such differences in form as "He walks to school (every day)" vs. "He is walking to school (now)." Note also the choice of "walk"/"walks", depending on what word is subject of the verb.

41. Choose three time expressions compatible with the simple present forms of verbs.

42. Change some statements with simple present verbs into questions that can be answered by "yes" or "no". What formal changes did you make in the statement to signal this difference in meaning?

43. Do the same with "not" plus some "simple present" sentences. The changes you have made in Steps 42 and 43 are among the most arbitrary changes in English and are hard for almost all types of students.

44. Choose three more verbs.

45. Choose three two-word verbs. These verbs should have stress on the second element. Some examples are "stand-up", "sit down", "set down", "put away".

46. Choose five more prepositions.

47. Write some sentences with the "going to" future: "He is going to make up," etc. Notice how you form negatives: "yes"/"no" questions with this type of verb phrase.

48. Choose three time expressions that you can use with the "going to" future.

49. Choose five new count nouns, two new conjunctions ("or" and "but", probably), and six new qualifying adjectives.

50. Write a new version of your story or dialogue.

51. Add the question words "who", "what", "when" Notice how they affect the order of subject and verb and how they require "do"/"does" with the simple form.

52. Now introduce the simple past tense, with its question patterns and negative patterns. Notice the different pronunciation of the "regular" past ending with "walk", "show", "pat". This should remind you of the plural endings we talked about in connection with Step 11. Remember also that many of the most common and most useful verbs form the past tense in an irregular way: "run" has "ran", "send" has "sent", and "put" has "put".

Your student has to learn each of these forms separately. It's a good idea not to have him just practice "run", "ran"; "send", "sent"; "put", "put". Instead, let him practice them in short but realistic sentences. By so doing, he will also be practicing some of the rules which govern the way each verb is used in sentences: "He runs every afternoon". "He runs every day". "He ran yesterday," "He sends some money every week," "He sent it yesterday."

53. Choose three time expressions that will go with the past form of your verbs and will also contribute to your story.

54. Write some sentences in which you use "can" with the simple form of some of the verbs. Note that "he", "she", and "it" do not require a form "cans". "Can", when used in this way sometimes is called a "modal". Notice how modals are used in questions or with "not". This fact about word order is difficult for most students.

55. Choose three more verbs.

56. Choose two more modals. Some common modals are "will", "could", "may", "must", "might", "would", and "should".

57. Choose three qualifying adverbs. These should be words that can be used with "very" in sentences like, "He did it very ________." ("rapidly", "well", "cheerfully")

58. Add numerals from one to ten. These ten words are unrelated in form.

59. Add numerals from sixteen to nineteen. Notice how they are related in form to certain numerals from Step 58.

60. Add numerals from eleven to fifteen. Why do these present a special problem not found in Step 59?

61. Add numerals from twenty to one hundred.

62. Now add the words "some" and "any", pronounced with weak stress: "We need some paper"; "Do you have any paper"; but not, "Any paper will do."

63. Add "also" and "too" when it is used like "also". You are not authorized to use it with adjectives or adverbs, as in "too big" or "too slowly."

64. Add stressed "here"/"there". ("Here is your coat," etc.)

65. Write some sentences of the form "The ________has__________." ("The dog has torn the curtain.") Write questions and negative statements with this kind of phrasal verb. Notice that for many common verbs your students now have to learn a third form ("write", "wrote", "written"), whereas for many others, no new form is needed ("wait", "waited".)

66. Choose three time expressions that will go with the verb form of Step 65 and will help your story.

67. Add "many" and use it in a few sentences.

68. Add "every" and "no", as in "every child", "no child".

69. Choose three mass nouns which you can use in talking about your picture. (See the first step for a discussion of count nouns.) Some frequent mass nouns are "water", "food", "work". Note that

although we say:	we usually say:
COUNT NOUN	MASS NOUN
a dog	(some) water
some dogs	some water
a few dogs	two quarts of water
many dogs	a little water
	much water

70. Add "much" to your vocabulary.

71. Choose three frequency adverbs. Some of the most common of these are "often", "seldom", "sometimes", "never", "always". As a group they are distinguished from other adverbs by the position which they frequently occupy between auxiliary verb and main verb: "I have never forgotten your birthday."

72. Now write a few sentences using marked infinitives - "to" plus the simple form of the verb: "I need to buy an alarm clock."

73. Add four mass nouns, four count nouns, four verbs, and four qualifying adjectives.

74. Now write as interesting a story as possible relating to your picture. For example:

A man and his wife are driving along the road very slowly in their new car. They have been married for only a few minutes and have just started on a long trip. They have packed their suitcases and put them in the car. The suitcases are new; the car is also new. The man bought the car only a few days ago.

The man seldom drives slowly but now his car is behind this large bus and he cannot pass it. Whenever the bus stops, the car has to stop. While the bus is stopped, a car may not pass. The man has to drive slowly.

COPY

January/March, 1968 TESOL NEWSLETTER

UHF AND MICROWAVES IN TRANSMITTING LANGUAGE SKILLS

Earl W. Stevick
Foreign Service Institute, Department of State

This paper is something of a fraud, and that for two reasons. It is a fraud first because it is not especially related to teaching English as a foreign language. But this much was made clear to the conference committee from the outset, so I will not apologize for discussing something that originated and has been used in the teaching of African languages to speakers of English. I do feel, though,that what is presented here is fairly generally applicable irrespective of target language.

In the second place, this paper has nothing to do with electronics or educational television. The terms frequency and wave length have been borrowed from that field for metaphoric use only. What this paper is about, is a way of individualizing instruction so that a single set of materials may be used by students of many different temperaments and diverse interests, under widely varying circumstances, with instructors who are unskilled and/or inexperienced in language teaching.

Individualizing of instruction may be either quantitative or qualitative. In quantitative individualization the student is allowed to proceed at his own pace, going as far and as fast as he can. This kind of individualization has been made possible on a large scale in recent years by the development of carefully constructed programs in auto-instructional-form. These have been the subject of much discussion to which I am not going to add in this paper.

Qualitative individualization refers to flexibility, not in the rate of progress, but in the material itself. Obvious examples are the use of medical subject matter in a language course for doctors, educational vocabulary in a course for educationists, and so forth. Qualitative individualization may also take into account such factors as the age, sex, and geographical location of students. It is qualitative individualization that is discussed here.

First, it is necessary to establish one more set of terms--one more figure of speech--which will help to elucidate the main point of this paper. The figure of speech is that of three 'dimensions', and the terms are 'muscular habituation', 'vividness', and 'responsibility'.

I hasten to assure the psychologists present that I know these three terms are imprecise and nonscientific and that they do not stand for 'things'. They will serve, however, as a framework for discussing certain principles--and certain disagreements on principle--and certain disagreements on principle--which have existed among some of us language teachers in recent years. 'Habituation' refers to drills and exercises of a highly systematic and repetitive kind, aimed at development of muscular habits in sound production or in the use of grammatical patterns. 'Vividness' has to do with the degree of reality which meanings have in the mind of the student as he practices, and or with his degree of interest in the content of what he is saying. 'Responsibility' includes the range of demands that may be made on a student: simple substitution, substitution with a correlated change elsewhere in the sentence, generation of a whole sentence in response to a visual stimulus, and so on. Or, in the 'language laboratory, imitation mode' and 'anticipation mode' of working with tape recordings. (1) I have talked of three 'dimensions' because it is possible to find materials whose virtues lie almost entirely along any one or two of these axes as well as along all three:

	V	M	R
V: Vividness	Phrase books	Repetition of dialogs or pattern drills that are illustrated by pictures or realia	Teaching so that the students make progress but never say or read the same sentence twice
M: Muscular habituation		Parrot-like drill on dialogues or pattern practices or a combination of the two.	Pattern drills or dialogs used in a series of different ways
R: Gradual transfer of responsibility.			'Translate the following dull miscellaneous sentences.'

One group of disagreements lies along the axis of 'vividness'. In some published materials, pronunciation drills have been presented with little or no reference to meaning (2) It has been suggested, in fact, that ignorance of the meanings of forms that are practiced may be to the student's advantage. (3) This may be considered one application of the principle 'hearing (and speaking) before reading'. Other experts decry the use of meaningless sounds, and many of us have experienced at first hand the wrath of students who have developed allergic reactions to the use of minimal pairs.

Similarly, in the teaching of grammar, it has been urged that 'in the early stages, attention to lexical meaning is a hindrance to structural autonomy', that if would be well to separate (affixes and function words) from lexical items as much as possible, and to construct exercises with just enough vocabulary to permit a variety of substitutions. (4) So, also Morton suggested that 'what are in conventional approaches presented as "grammar points"...could be presented as functional abstract acoustic clues devoid (at first) of meaning.' (5)

One expert believes--and apparently hopes--that in 40 hours of drill in his course 'it is unlikely that the student will become interested in the few "ideas" expressed in the basic sentences.' (6) Another, however, says that 'learners tend to remember that which is most meaningful to them... I think the thing that puts the sentence indelibly in the mind of the learner is the context in which it is presented'. (7)

The dimension that we are calling muscular habituation also has its share of conflicting viewpoints. One approach emphasizes forms and structures. We are advised that in designing materials 'the ideal solution would be to follow structure grading strictly, and through great effort and considerable skill (go on and construct conversational materials in which the sentences) can stay within the graded structures and still be natural.' (8)

At the opposite extreme, lessons have been built on short texts (usually dialogs) prepared with reference to their authenticity or their cultural content, but without regard for the grammatical structures, which they contain. In the opinion of some linguists, the dialog approach has seemed to be incompatible with the structural approach. (9)

In what I have to say today, I am assuming that the critics of blind mimicry of meaningless sound are right, but only if blind mimicry is continued too long. I make the same assumption about brute manipulation of grammatical structures in the absence of meaning: all students can take a little of it, some can take quite a bit, but very few can thrive on large doses of it. On the positive side, I assume that the sweetest rewards and the most compelling motivation come from use of the language in real communication and not as an end in itself.

I affirm the indispensability of blind mimicry of sound and brute manipulation of pattern at the beginning of the cycle, and insist on real communication at the end of the cycle. The key question, then, is the length of the cycle. If mimicry and manipulation are not to reach a toxic level for at least some of the students, the cycle must be short. In the system that I shall describe, the cycle from mimicry to communication is so short that I have been calling it the 'micro-wave' format. Hence the title of this paper.

Each cycle in these materials consists of two phases. The first phase (the M-phase) is devoted to mimicry, manipulation, and finally, to meaning. There may be one, two, or more sections in the M-phase, but seldom more than three. Each section of the M-phase is based on a single sentence. The sentence may stand by itself, or it may be developed into a simple drill with substitution in only one slot.

The second phase of the cycle (the C-phase) involves real communication. (10) Like the M-phase, it may consist of one or more sections. Each section the the C-phase is a very short conversation (usually 2-6 lines). These conversations are built up of sentences that have already been practiced in the M-phase of the same or a preceding cycle. They are communicative in the sense that they always refer to real persons, objects, and events and in that the answer to a question is frequently unknown to the questioner. Finally, at irregular intervals, averaging about every tenth cycle, the students are asked to contribute to the content of the course. (11)

The M-phase of the very first cycle consists of two sections. The first section contains the sentences:

My name is Tom Philips.
My name is Daudi Museka.
My name is Clara Brown.
My name is Maria Mandu.

The instructor is directed to use these sentences in four ways:

With books closed, and with no knowledge of meaning, students repeat the sentence after the instructor. The goal is pronunciation that is good to excellent.

With books still closed and still without telling the meaning of the sentence, the instructor gives a part of the sentence. -- in this case the proper name -- and individual students give the whole sentence. This, on a very simple level, is the manipulative part of the cycle.

The instructor gives the meaning of the sentence and continues as above. Now, however, he adds to the list of subsitutions his own name and/or one or two other names of people known to the class.

The instructor asks individual students how they would tell other people what their names are.

The second section of the M-phase of this cycle consists of only one sentence, with no variations:

What is your name?

This sentence is of course practised first from the point of view of pronunciation. Then the cue word 'what' is added to the list of proper names from the first section. Manipulative drill is now more complex: any of the names as a cue calls for 'My name is ....' as the response, while the cue 'what' requires '...........is your name?'

As soon as the two sections of the M-phase have been completed, students are ready for the C-phase, a conversation which of course takes the form:

What is your name?

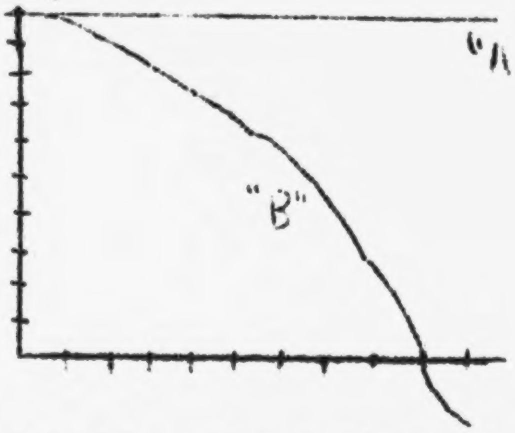
My name is ....

In the C-phase, the fictitious Tom Phillips, Maria Mandu, and their friends are forgotten. Real names of the real people present in the room are used. If this is the first day of instruction, the answer which each person gives to the question will be news to the others, so that genuine communication takes place. The 'vividness' rating is therefore high. Transfer or responsibility is of course, accomplished by beginning with the teacher asking the questions and then having the students question and answer each other. This ends the first cycle.

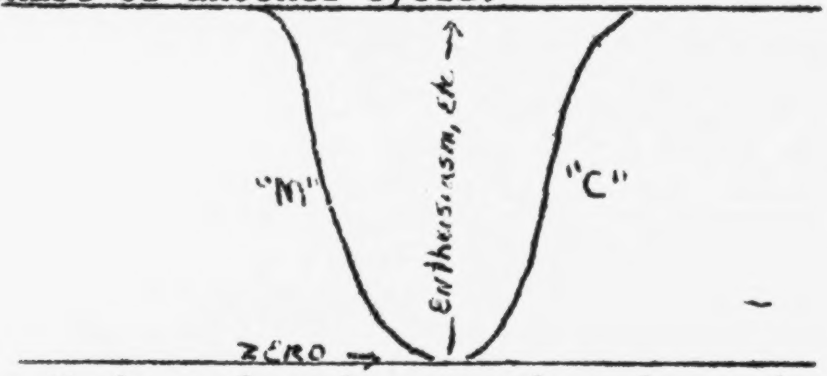
A competent instructor will present a cycle of this kind in from 20 to 30 minutes. Allowing for frequent short reviews, the students receive the reward of communication in a new bit of the language at least once or twice an hour.

While this extreme shortness in the time from mimicry to communication is unnecessary for many students, it is necessary for some. Again using a metaphor taken from the language of trigonometric functions, let us think for a minute about the relationship between elapsed time and the dropping off of interest, enthusiasm, morale, self-confidence, or whatever we want to call it. The cosine of 0° is 1. With zero time elapsed, suppose that student A and Student B are equal in this respect. The cosine of 10° is 0.985 and the cosine of 20° is 0.940. At the end of a given period of time, whatever it may be, suppose that A's self-confidence, ethusiasm, etc. have dropped by $1-0.985=0.015$. At the end of twice that period, it will have dropped by $1-0.940=0.060$, or four times as much. At the end of the third such interval, it will be down by 0.135, or nine times its drop in the first period ($\cos 30^\circ=0.865$).

Suppose that at the end of some other period of time, Student B's self-confidence and enthusiasm have dropped by 0.015, that by the end of twice that same period, it has dropped by 0.060, and so on. But suppose that for Student A the given period of time...the time required for a drop of 0.015...is an hour, for B the same drop takes only five minutes. At the end of an hour of mimicry and manipulation, A will still be going strong, while B's enthusiasm will have turned to exasperation.



In the second half...the C-phase...on the contrary, interest and enthusiasm rise again, and Student A and B are ready for the M-phase of another cycle.



The M-phase for the second cycle again consists of two sections. In the first are the sentences:

His name is Tom Phillips
His mame is Daudi Museka
His name is
His name is

The second section is simply the Question:

What is his name?

and the C-phase consists of the conversation:

What is his name?

His name is..........

The second cycle, obviously can be handled in a manner that is entirely parallel to the first. Because the two cycles are partly alike in their content, each contributes to the grammatical explication of the other.

But Cycle 2 also introduces possibilities to improve the scores for vividness and for responsibility, in ways which were not available in Cycle 1. Not only do the student become thoroughly familiar with producing as well as hearing each others' names, but it is also possible to bring in pictures of persons in whom the whole class--or one member of the class--is particularly interested. Students who are planning to come to the United States can improve their English and also further their 'area orientation' by using newspaper pictures of public figures. Individual students can be asked to bring to class snapshots of one or two people known to themselves but not to the rest of the class. As they do so, they become involved in the content of the course itself, yet freedom and responsibility are reached without loss of structural control.

At the end of twenty such cycles, the students are able to participate in a longer dialogue which combines several of these two-line conversations and which conveys information about names, ethnic affiliations, present residences, and occupations.

In another sequence of about the same length, students learn to use the vocabulary and the sentence patterns which will enable them to understand and give simple street directions. Most cycles provide for long-muscle activity and/or the use of realia. So, for example, the points of the compass are taught by giving individual students commands like 'Stand up', 'Face north', 'Face east', and a tabletop 'model village' with toy cars is used. Except for directions within the model village, all conversations have to do with getting to and from places that are close to the site where the study is actually taking place.

At the end of the sequence on street directions, the students will be using slotted conversations like the following:

How do I get from here to ....
(A)..............?

Follow this ....(B)...............

You will come to a ....(C).........

At the ....(C)...........turn to the ...(D)......

The ...(A)........ will be on your ....(E).........

This format preserves from the structure-oriented approach the feature of exploring at least partially the grammatical makeup of virtually every sentence that it introduces, also an emphasis on the use of subsitution tables. It shares with the dialogue-oriented approach the fact that every such sentence is immediately made a part of a short but realistic conversational whole. It also resembles the dialogue-style courses in that the basic inventory of material to be included is stated in terms of subject matter and not in terms of grammatical structures.

Specifically, the series aims at enabling the student to order a simple meal, ask for a room in a hotel, ask and give street directions, tell time, handle teavel requirements; further, to handle introductions, casual conversations about work, family, and autobiographical information. These goals are taken from the specifications for the ratings S-1 and S-2 in Absolute Language Proficiency Ratings (Foreign Service Institute, May, 1963).

At the same time, of course, the grammatical patterns that are introduced must be checked against a list of the most important structures of the language, so that any gaps may be filled before the sequence is completed.

An important feature of these materials is what we might call 'delexicalization.' We may draw a comparison from the food industry. Foodstuffs that must be shipped long distances, stored for unpredictable periods of time, and eventually consumed in all kinds of unlikely as well as likely situations are sometimes dehydrated to avoid spoilage. Water is added locally at the last minute. In much the same way, language study materials that tlak about going to the Student Union lose some of their effectiveness with people who are more interested in visiting the Chamber of Commerce, and vice versa. Lessons that mention the Charles River will be more effective in Boston than if they mentioned the Potomac. Fries, in his classic definition, has said that language learning may take place within a small vocabulary--practically any small vocabulary--but that the list of structures to be mastered remains constant, Those of us who have come after him have assumed (rightly) that we, the textbook writers, must in any full-scale course cover all the major structures; at the same time we have assumed (wrongly) that we must commit ourselves, our pbulishers, and our students to some definite vocabulary. In so doing, we have sacrificed potential 'vividness' ('the Charles' vs the Potomac'), and have also passed up a first rate opportunity to transfer to the student (or to the local instructor) a salutary measure of responsibility. Delexicalized language courses are therefore suggested as analogues of dehydrated foods.

It is only through this kind of 'delexicalization' that one can get away from content words chosen either at the whim of the textbook writer, or for their high frequency in the language as a whole, and that one can insure the use of the content words that are of high frequency in the student's immediate surroundings. In this way, through localization and personalization of vocabulary, we improve the likelihood that language study will be replaced by language use, and that language use will become a part of the group life of the students.

But lexical frequency is not the only consideration. It should be obvious that the format that we have described is not workable with just any pattern sentence that can occur in the language. It will not work very well even for some of the sentences that are of rather high frequency. What it does require are these questions and answers that are of ultra-high frequency: What is your name? Where do you work? How much is this..............? But of course ultra-high frequency and localized transmission are exactly what one would expect with a microwave system.

Depending on the relationships between target languages and native languages, materials that are prepared in this 'microwave' format will still need to include a certain amount of systematic practice on the most difficult points of grammatical and phonological structure. But all of the grammatical and some of the phonological problems can be dealt with by adding, at the right time and place, more cycles of the same kind that we have described, with continued attention to 'vividness' and 'responsibility' as well as to 'muscular habituation.'

The 'microwave' format, because it does depend on ultra-high frequency sentences with ultra-high frequency lexical items substituted in them, will not take the student beyond the level which the Foreign Service Institute calls S-1+ or S-2, but it does leave him prepared to go on by other methods to higher proficiency.

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1. As in Stack, E. M., THE LANGUAGE LABORATORY AND MODERN LANGUAGE TEACHING (Fair Lawn, N J.: Oxford University Press, 1960).
2. Among others, Agard, F. et al, El INGLES HABLADO (New York: Henry Holt, 1953).
3. Morton, F. R., THE LANGUAGE LABORATORY AS A TEACHING MACHINE, in Oinas, F. J. ed., Language Teaching Today: Report of the Language Laboratory Conference held at Indiana University, January 22-23, 1960, 131 (Bloomington: Publications of the Indiana University Research Center in Anthropology, Folklore, and Linguistics, No. 14, 1960).
4. Mueller, T., 'Programming Morphemic Structures: the Concept of Minute Steps', in Rand Morton, ed, PROGRAMMING OF AUDIO-LINGUAL LANGUAGE SKILLS FOR SELF-INSTRUCTIONAL PRESENTATIONS, 42f (Ann Arbor: 1961).
5. Morton, op. cit., 132.
6. Mueller, op. cit., 43.

7. Bowen, J. D., in van Syoc, B., ed., LINGUISTICS AND THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE: Report of a Conference held at the University of Michigan, July 28-30, 1957, 95 (Special issue of LANGUAGE LEARNING, June, 1958).

8. Lado, R., in van Syoc, ed., op. cit., 92.

9. Marty, F., LANGUAGE LABORATORY METHODS and Techniques, in Oines, ed., op. cit., 67.

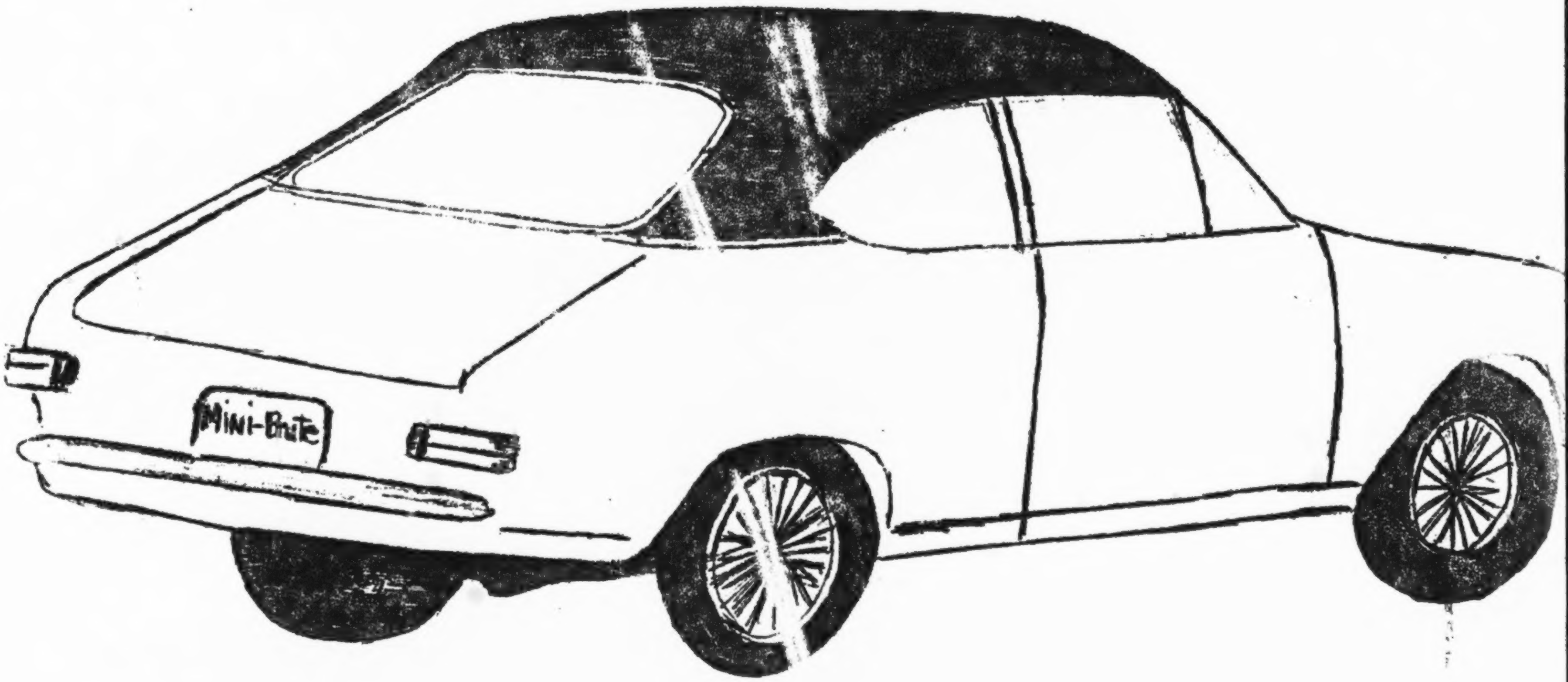
10. Compare the concept of 'display session' in Valdman, A. "Breaking the Lock Step'. (Bloomington, 1963.)

11. A course in which the immediate needs of students are emphasized is described by E. H. Rocklyn, "Problems in Programming an Intensive Oral-Aural Language course", in PROGRAMMING OF AUDIO-LINGUAL LANGUAGE SKILLS, op. cit.

SAMPLE UNITS BY PARTICIPANTS

CAR INSURANCE
DISABILITY INSURANCE

Car Insurance



Dialogue:

Frank- I would like to find the right type of Insurance for me.

Mr. Ell- Fine! I would be glad to help you, just what did you have in mind.

Frank- I would like a low cost policy of about $ 150.00.

Mr. Ell- Fine! Then a liability policy would be right for you.

Vocabulary

Insurance	aseguramiento
accident	accidente
liability	
rates	tipo (de interes)
policy	poliza de seguro
cancel	cancelar
collision	choque
comprehensive	comprensivo
medical	medico-medicina
premium	prima de seguro

PATTERN DRILLS

I would like to find the right type of	policy Insurance rates premium

Fine! I would be glad to help	you Frank her him Mary

Fine! Then a	liability collision comprehensive medical	policy would be right for you.

I would like a low cost	policy premium Insurance	of about $ 150.00.

DOUBLE SUBSTITUTION DRILLS (NEGATIVE)

I wouldn't	like want have	an expensive	policy. Insurance. accident.

I wouldn't want the	wrong cheap expensive	type of	Insurance. policy. collision.

Fine! then a	liability comprehensive medical high rates	policy wouldn't be right for	you. Frank. her. him.

B- Sound Drill

1. Production

Close the lips firmly, then open them, producing a voiced sound. Be sure no puff of air comes out.

be
big
bet
bat
barn
boot

about
rabbit
subscription
subtract
subject
able

job
rib
cab
rob
robe
rub

11. Compare

rib-rip
cab-cap
bark-park
back-pack

by-pie
bill-pill
bath-path
ball-Paul

111. Sentences- How many times do you here the B sound.

1. The brass band played so loudly, we could barely hear each other.

2. The boys assembled in groups about a block apart.

3. The cab stopped at the curb and the cab driver jumped out.

4. It was too big a job for Benny to do.

5. The waitress brought us bread but no butter.

6. It was by far the best ball game of the season.

7. The boys hid behind the back fence.

8. The rabbit ran into a hole behind the barn.

SH-Sound Drill

The students may confuse the / sh / with the / ch / sound. The / sh / sound is made when shooing chickens away or when a mother is trying to quiet her crying child. sh-sh-sh

shoe-chew
share-chair
sheep-cheep
she's-cheese
shin-chin

ship-chip
shop-chop
sheer-cheer

Spelling

I_su_an_e

ac_id_nt

l_abi_i_y

r_te_

po_ic_

c_n_el

c_lli_ion

co_pre_en_ive

m_d_cal

p_em_um

Matching

Insurance

accident

liability

rates

policy

cancel

collision

comprehensive

medical

premium

poliza de seguro

tipo (de interes)

aseguramiento

accidente

prima de seguro

comprensivo

medico-medicina

cancelar

choque

WHAT FARM WORKERS IN CALIFORNIA SHOULD KNOW ABOUT DISABILITY INSURANCE

- what it is
- who pays for it
- how to get benefits when sick or hurt

John Hurt Himself

(Part I)

Situation:

John Mejia hurt himself yesterday. He sprained his neck while fixing his car. John's friend, Stephen, came to talk to him. This is what they said:

Vocabulary

Part I

happened

I - myself

he - himself

she - herself

they - themselves

we - ourselves

you - yourself (yourselves)

cut

scratch

injure

hurt

badly

severely

sprained

Part II

clinic

hospital

Social Security Office

gone

did - didn't

have - haven't

has - hasn't

applied

Disability Insurance

Health Insurance benefits

Workmen's Compensation

relief

qualify

benefits

A. John what happened to you?

B. I sprained myself.

A. Did you hurt yourself badly?

B. No, not too badly.

(B. Yes, very much.)

A. How did you hurt yourself?

B. I had an accident.

1-1 John, what happened to you!
to him
to her
to them
to me
to us

1-2 John, what happened to you!
Maria
Elisio
Juana
(to him
to her
to them
to me
to us)

1-3 I sprained myself.
hurt
injured
cut
scratched

1-4 He sprained himself.
hurt
injured
cut
scratched

1-5 She sprained herself.
hurt
injured
cut
scratched

1-6 You sprained yourself.
hurt
injured
cut
scratched

1-7 They sprained themselves.
hurt
injured
cut
scratched

1-8 We sprained ourselves.
hurt
injured
cut
scratched

1-9 I sprained myself.
He himself
She herself
You yourself
They themselves
We ourselves

2-1 Did you sprain yourself badly?
injure
hurt
cut
scratch

2-2 Did you sprain yourself severely?
injure
hurt
cut
scratch

2-3 Did you sprain yourself badly?
injure badly
hurt severely
cut severely
scratch badly

2-4 Did you sprain yourself badly?
he himself
she herself
they themselves
we ourselves
I myself

2-5 Did you cut yourself severely?
he himself
she herself
they themselves
we ourselves
I myself

2-6 Did you cut yourself severely?
he himself
she herself
they themselves
we ourselves
I myself

3-1 No, not too badly.
too much
too severely

3-2 Yes, very badly.
severely
much

4-1 How did you hurt yourself?
sprain
injure
scratch
cut

4-2 How did he hurt himself?
sprain
injure
scratch
cut

4-3 How did she hurt herself?
sprain
injure
scratch
cut

4-4 How did they hurt themselves?
sprain
injure
scratch
cut

4-5 How did I hurt myself?
sprain
injure
scratch
cut

4-6 How did we hurt ourselves?
sprain
injure
scratch
cut

4-7 How did we hurt ourselves?

I	myself
he	himself
she	herself
you	yourself (yourselves)
they	themselves

5-1 I had an accident.
He
She
They
We
You

5-2 I had a fall.
He
She
They
You
We

5-3 I had a wreck.
He
She
They
You
We

5-4 I had an accident.

He	accident
She	fall
They	fall
You	wreck
We	wreck

What Should John Do

(PartII)

Situation:

John is not going to be able to work for a long time. The doctor bills are probably going to be quite a lot. If you were John's friend, what would you advise him to do? Where could he go for help with his bills? Where could he go for free medical help? Could he get help from any kind of insurance? Have you ever been in a spot like this? Have you ever had friends in a spot like this?

A. Have you gone to the doctor?

B. Yes, I have. I went this morning.

(B. No, I haven't.)

A. Have you applied for disability insurance?

B. No, it didn't happen at work.

A. You can still apply.

1-1 Have you gone to the doctor?
hospital
Social Security Office
Clinic

1-2 Has he gone to the doctor?
hospital
Social Security Office
clinic

1-3 Has she gone to the doctor?
hospital
Social Security Office
clinic

1-4 Have they gone to the doctor?
clinic
hospital
Social Security Office

1-5 Have I gone to the doctor?
clinic
hospital
Social Security Office

1-6 Have you gone to the clinic?
Have they hospital
Have I doctor
Have we Social Security Office

1-7 Has he gone to the clinic?
Has she hospital
clinic
Social Security Office

2-1 Yes *I* have, *I* went this morning.
this afternoon
this evening

2-2 Yes we have, we went this morning.
this afternoon
this evening

2-3 Yes they have, they went this morning.
this afternoon
this evening

2-4 Yes he has, he went this morning.
this afternoon
this evening

2-5 Yes she has, she went this morning.
this afternoon
this evening

2-6 Yes I have, I went this morning.
we we
they they

2-7 Yes he has, he went this morning.
she she

3-1 No I haven't.
they
we

3-2 No she hasn't.
he

4-1 Have you applied for disability insurance?
health insurance
workmen's compensation
relief

4-2 Have I applied for disability insurance?
health insurance
workmen's compensation
relief

4-3 Have they applied for disability insurance?
health insurance
workmen's compensation
relief

4-4 Has he applied for disability insurance?
health insurance
workmen's compensation
relief

4-5 Has she applied for disability insurance?
health insurance
workmen's compensation
relief

4-6 Have you applied for disability insurance?
they
I

4-7 Has he applied for disability insurance?
she

4-8 Have you applied for disability insurance?
they workmen's compensation
I relief

4-9 Has he applied for disability insurance?
she health insurance

5-1 No, it didn't happen at work.
at school
at home

6-1 You can still apply for benefits.
qualify
ask
write

6-2 He can still apply for benefits.
qualify
ask
write

6-3 She can still apply for benefits.
qualify
ask
write

6-4 They can still apply for benefits.
qualify
ask
write

6-5 I can still apply for benefits.
qualify
ask
write

6-6 I can still apply for benefits.
You qualify
He ask
She write
They apply

Part I

Underline the correct word.

1. I (sprain, sprained) myself.
2. She (hurt, hurted) herself.
3. John (cut, cutted) himself.
4. Did you injure yourself (severely, severally).
5. How did you (scrach, scratch) yourself?
6. John, how did you hurt (yourself, theirself)?
7. He hurt (himself, hisself) severely.
8. They had a (fall, foll).
9. How did she hurt (himself, herself)?
10. Did you (injure, injured) yourself badly?

SPELLING

Please fill in the blanks.

1. fa_m
2. wo_k_rs
3. sh_uld
4. disab_lity
5. in_uran_e
6. be_ef_ts
7. hu_t
8. do_tor
9. f_rm
10. conf_ned
11. emp_oyer
12. so_ial
13. secur_t_
14. num_er

Underline the correct spelling.

1. Sacramento, Secramento, Sacremento
2. qualefy, qulafy, qualify
3. give, geave, giva
4. hert, hurt, hirt
5. confirm, conferm, comfirm
6. name, neme, nime

I. Production: /v/

Bite the inside of the lower lip with the upper teeth, and make a voiced sound.

vine
very
vote
visit
value
vest

clever
river
cover
favor
flavor
never

love
leave
give
live
above
remove

II. Minimal Pairs

Practice these contrasting sounds, which are sometimes confused. Repeat several times.

believe---belief
have---half
save---safe
prove---proof

vests---west
vine---wine
verse---worse
veal---we'll

III. Sentences

1. We have a fine view of the valley from our front window.
2. What places will you visit during your vacation?
3. Vera wore a long veil which covered her whole face.

IV. Phrasing and Intonation

a. Phrases: Blend together the words in each of these phrases to form a single unit---that is, pronounce each phrase as though it were a single word. Also stress the accented syllable rather strongly, obscuring the vowels in the remaining syllables accordingly.

a pleasant voice
never again

to fall in love
a very sweet wine

I. Production: /f/

Bite the inside of the lower lip with the upper front teeth and blow out, with a voiceless sound.

for
flag
flat
favor
photograph
phrase

offer
affect
fifty
often
defend
nephew

enough
leaf
loaf
roof
tough
wolf

II. Minimal Pairs

Practice these contrasting sounds, which are sometimes confused. Repeat several times.

have---half
save---safe
prove---proof
leave---leaf

free---three
fought---thought
fan---than
fat---that

III. Sentences

1. He followed his father's teaching faithfully.
2. We all laughed when Fred, who was so fat, fell off the fence.
3. I'll be free between four and five o'clock.

IV. Phrasing and Intonation

a. Phrases: Blend together the words in each of these phrases to form a single unit---that is, pronounce each phrase as though it were a single word. Also stress the accented syllable rather strongly, obscuring the vowels in the remaining syllables accordingly.

a good friend
between four and five

for a vacation
he's afraid of fire

half and half

What is Disability Insurance
and How Can John Apply?

To the Teacher:

The following is important information for the student. It may be used as a reading lesson for more advanced students in English, or it may be translated. Language should not hinder their learning about Disability Insurance.

What is Disability Insurance?

Disability Insurance is insurance you can get if you are hurt or are sick off the job. To qualify, a doctor must confirm that you are elegible for the benefits. You can get from $25 to $77 a week for as many as 26 weeks. If you must go to a hospital, you can get $12 a day for as many as 20 days.

This insurance is paid for by a 1% deduction from your pay. The money is sent to Sacramento.

To receive Disability Insurance benefits, fill out a Disability Insurance Claim Form. You can get one from your State Employment Office, your doctor, or your hospital. Give the form to your doctor and he will fill out the "Doctor's Certificate" to verify your disability. Send the forms to your State Employment Office. Remember to put your Social Security Number on all the forms. No benefits can be paid for the first 7 days unless you are hospitalized. Mail the insurance form within 28 days after you are disabled.

For more information on Disability Insurance, you can write to your State Employment Office.

Que es Aseguranza de Incapacidad?

Aseguranza de Incapacidad es una aseguranza que le corresponde si se enferma o se lastima o golpea fuera de su trabajo. Para recibir estos beneficios, un doctor debe confirmar que usted es elegible. Puede usted recibir de $25 hasta $77 a la semana por un maximo de 26 semanas. Si es internado en un hospital, usted recibe $12 diarios hasta por 20 dias.

Esta aseguranza se paga por medio de un uno por ciento de descuento en su salario. Este dinero se manda a Sacramento.

Para recibir estos beneficios de incapacidad, hay que llenar una Forma de Reclamo a la Aseguranza de Incapacidad. Puede usted obtenerla en la Oficina de Empleos del Estado, su doctor, o del hospital. Entregue la forma a su doctor y el llenara el "Certificado Medico" para verificar su incapacidad. Luego mande esta forma a la Oficina de Empleos del Estado. Recuerde de integrar su numero de Seguro Social en todas las formas. No se pagan beneficios por los primeros siete dias si no es usted internado en un hospital. Mande por correo las formas dentro de los primeros 28 dias de su incapacidad.

Para mejor informacion en la Aseguranza de Incapacidad puede usted dirigirse a la Oficina de Empleos del Estado.

Activities:

Discussions on other types of insurance.

Group composition on Disability Insurance.

Talk by representative of Social Security Administration on how to obtain Disability Insurance benefits, how the records are kept, how allotments are made, how deductions are made, etc.

Fill out mock forms.

Role play situation.

Make a list of names and address of all the organizations in your city which might relate to the students interest and needs in the community.

Do not complete this claim form if you are insured by a Voluntary Plan maintained by your Employer. Ask your employer for information regarding your coverage and for proper forms to complete.

INSTRUCTIONS FOR APPLYING FOR STATE DISABILITY INSURANCE BENEFITS

HOW TO COMPLETE THIS CLAIM FORM:

First: You must complete ALL items of the Claim Statement of Employee. **Be accurate with the dates. Check your Social Security Account Number carefully.**

Second: Ask your Doctor to complete the Doctor's Certificate. The Doctor's Certificate is absolutely necessary and must be filled in by a licensed physician* and surgeon, osteopath, chiropractor, dentist, podiatrist, optometrist, or an authorized medical officer of a United States Government facility.

WHEN TO COMPLETE AND MAIL THIS CLAIM FORM:

1. IF YOU ARE NOT HOSPITALIZED complete and mail this form after the eighth (8) day following the date YOU enter in Item 3 on the Claim Statement of Employee.
2. IF YOU ARE HOSPITALIZED, complete and mail this form after the first (1) day of hospital confinement.
3. Important! The claim in either case must be mailed not later than the twentieth (20) day after the first (1) compensable day if you are to receive credit from the time you first became disabled.

It is YOUR OWN responsibility to see that this Claim and Doctor's Certificate are filled out COMPLETELY and mailed to the Department of Employment at the address on the form. If any item is not completed on this form, it will be returned for completion, and your benefit payment will be delayed.

For additional information contact any Department of Employment Office

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* If you adhere to the teachings of a church, sect, denomination or organization, and in accordance with its principles, depend for healing entirely on prayer or spiritual means, you may submit the Certification of your practitioner, who must be accredited to the Department of Employment, in place of the Doctor's Certificate. This certificate blank may be obtained from your practitioner or any local office of the Department, and must be attached to this form in place of the Doctor's Certificate.

* If you are receiving temporary workmen's compensation and are filing for reduced State disability benefits for the same days, the Doctor's Certificate is not required.

EST. D1-4-9150. 10000-200 2-69 600M ⓛ 52 OSP

COMPLETE *ALL* ITEMS, IF INCOMPLETE, THIS FORM WILL BE RETURNED, CAUSING A DELAY IN BENEFIT PAYMENTS

1. Your Social Security Account Number ☐☐☐ ▨ ☐☐ ▨ ☐☐☐☐

2. Print your full name: Mr. ☐ Mrs. ☐ Miss ☐ FIRST INITIAL LAST

3. The first full day I was too sick to work was: MONTH DATE YEAR

The date entered here should be the first day that you were too sick to work even if this is a Saturday, Sunday, holiday or normal day off.

4. Your mailing address: STREET ADDRESS, P.O. OR R.F.D. APT. NO. CITY OR TOWN STATE ZIP CODE

Your home address: STREET ADDRESS, P.O. OR R.F.D. APT. NO. CITY OR TOWN STATE ZIP CODE

5. Male ☐ Female ☐

6. Year of birth

FOR DEPARTMENT USE ONLY		
Office: 2	Comp.:	
2503B	2501H	5006
		By

7. Last date you worked BEFORE THIS DISABILITY: MONTH DATE YEAR

Was this last period of employment more than 14 days? YES ☐ NO ☐

Were you an employer or self-employed individual? YES ☐ NO ☐

8. Check reason you stopped work: Sickness or injury ☐ Other ☐

Explain if "Other" checked:

9. Employer's *Business* Name:

Your Badge or Payroll number:

10. Employer's *Business* Address: STREET CITY STATE ZIP CODE

11. Your occupation with this employer:

12. Was this disability caused by your work? YES ☐ NO ☐ Describe HOW your disability occurred:

13. Are you claiming or receiving Workmen's Compensation Benefits for this or any other disabling condition during the period covered by this claim? YES ☐ NO ☐

14. If you have recovered from your disability, enter date of recovery: MONTH DATE YEAR

15. If you have returned to work, give date: MONTH DATE YEAR

16. Has your employer continued or will he continue your pay, by means of sick leave, vacation, pension, gift or other means? YES ☐ NO ☐

17. I hereby claim benefits and certify that for the period covered by this claim I was unemployed and disabled, that the foregoing statements including any accompanying statements are to the best of my knowledge and belief true, correct and complete. I hereby further authorize my attending physician, practitioner or hospital to furnish and disclose all facts concerning my physical condition that are within his knowledge.

Claim signed on: MONTH DATE YEAR

Claimant's signature: (DO NOT PRINT)

TELEPHONE NUMBER

Under Section 2101 of the California Unemployment Insurance Code, it is a misdemeanor wilfully to make a false statement or knowingly to conceal a material fact in order to obtain the payment of any benefits, such misdemeanor being punishable by imprisonment not exceeding six months or by a fine not exceeding $500 or both.

If your signature is made by mark (X) it must be attested by two witnesses with their addresses.

SIGNATURE - WITNESS

SIGNATURE - WITNESS

ADDRESS

ADDRESS

If an authorized agent is filing for benefits in the claimant's behalf, a DE2522 "Appointment of Representative for INCAPACITATED Claimant," must accompany this claim form. When a Form DE2522 is used, the representative must complete item 17, above, by signing the claimant's name followed by the representative's signature. (Form DE2522 is available at any department office.)

FOLD ON THIS LINE

FOLD ON THIS LINE

MOISTEN GLUE AND FOLD UP ON THIS LINE

How to apply for insurance benefits

Get a Disability Insurance Claim Form from the State Employment Office nearest you, or from your doctor or the hospital in which you are confined. You don't have to pick it up. . . You can get one by telephone or letter.

Fill out the "Claim Statement of Employee" and give it to your doctor who will fill out the "Doctor's Certificate". Write or print clearly. Put your Social Security Number on all letters you write to the Department of Employment. No benefits are paid for the First 7 Days of your illness or injury, with one exception: If you are hospitalized, benefits can start that day. You must mail the insurance form within 28 days after you become disabled so that you won't lose any benefits.

Disability Insurance is paid by mail

A continued disability form is enclosed with each check. When you return this form, another check will be mailed to you if you are still disabled and meet the requirements of the law. Checks are normally mailed every two weeks.

Where you can get help with Disability Insurance problems. If you have questions or problems on your Social Security number or wages, talk to the people at the nearest office of the California Department of Employment or ask your teacher. They will be glad to help you

Footnote:

To Teacher:

You can get this same reading lesson from a pamphlet put out by the California Department of Employment entitled "WHAT FARM WORKERS SHOULD KNOW ABOUT DISABILITY INSURANCE" for a follow up in this lesson.

READING LESSON II

What Farm Workers in California should know about disability insurance

1. What it is.
2. Who pays for it.
3. How to get benefits when sick or hurt.

What is it

Farm workers in California are covered by disability insurance when they are hurt off the job or become sick off the job.

This means: If a doctor finds that you cannot work, you can get from $25.00 to $77.00 a week for up to 26 weeks. Also, if you are confined to a hospital, you may get $12.o0 a day in hospital benefits for up to 20 days.

Whe pays this insurance? You do. Under California law, you and all the other workers have a small amount deducted from your wages. This provides benefits for you when you are too sick for you to work.

How it works

Each employer must:

1. Have a record of each worker's Social Security Number. This means a separate number for each worker in a family or crew.
2. Hold out 1% of each worker's wages. This pays for the Insurance.
3. Send this money and a record of each worker's wages to Sacramento.

Each worker must:

1. Have one Social Security Number only.
2. Give the number to his employer on every job.
3. If the head of a family or crew receives the pay for other members, he must tell the employer the name, Social Security Number, and the amount earned by each. This insures each member of the group who might be sick or hurt.

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A SELECTED BIBLIOGRAPHY ON THE MEXICAN-AMERICAN

Suggested
by
Julian Nava
San Fernando Valley State College, Northridge

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A problematical and interesting effort to provide an 8th grade supplementary text for California public schools. Generally criticized by Mexican-American educators, it should be examined nonetheless.

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An excellent survey of the types of literature and substance of literary materials which have served to condition the United States public to Mexico in a generally negative tone. Good notes and bibliography.

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A study of Mexican-American attitudes and values of a community in the lower Rio Grande Valley. It is based upon personal observations in the Mexican-American community. Very useful.

U.C.L.A. Mexican-American Study Project: Advance Reports (by various authors)
#1 - Education and Income
#2 - Mexican Immigration
#3 - Bibliography

These reports are the fruit of a Ford Foundation grant project to study the contemporary Mexican-American situation. The reports are for the most part a detailed analysis of the 1960 census, with other materials gathered from hundreds of interviews. While the study is subject to heated controversy as to its validity, these works should be consulted.

Zamora, Julian. La Raza: Forgotten Americans. University of Notre Dame Press, 1966, $6.00.

A valuable collection of essays by contemporary authorities on topics such as "History, Culture, and Education," "The Role of the Christian Church," and "Leadership and Politics."